



*Sacramento City College*  
Strategic Planning System  
Cross-Divisional Program Plan

**Planning years:** 2020-21 through 2022-23

**Plan Type:** Program Plan

**Title:** Honors Program

**OPR:** Dean of Behavioral & Social Sciences

**Collaborative Group(s):** Honors Advisory Committee; Dean of BSS, Student Services, and Administration; SCC Foundation; President's Office; Transfer Center; Staff Development, Deans and Faculty in Several Divisions, Student Equity, Umoja, RISE, Puente, SAGE, MESA, SESI.

**Reference documents:** Honors Program section of college Catalog; SCC Class Schedule; Honors Program website (<http://scc.losrios.edu/honors>); Sacramento City College 2019-20 College Goals; Sacramento City College Mission Statement, Vision Statement, and Values.

**Plan Author:** Paul Frank

**Date:** November 22, 2019

**REVIEW CYCLE:** Three year

## **SECTION I: Overview & Strategic Information**

Required update every three years. Next required update: 2020-23 Program Plans (note that those are submitted in 2019-20).

### **A. PROGRAM DESCRIPTION**

The Honors Program serves several purposes: to offer honors classes for SCC students; to offer opportunities for recognition, travel, and scholarships for students in honors classes; and to support underrepresented students in transfer and enrichment goals. These services all function under the auspices of the Honors Program; they enhance opportunities for students who have the potential to transfer to and be successful at four-year colleges and universities.

The purpose of the Honors Program is grounded in the mission statement, the vision, the values, and the goals of the college. The college mission statement references "support services leading to transfer [and] career advancement." The college vision statement ends by noting that the college "inspires academic and economic leadership." Perhaps the strongest tie of the Honors Program to the institutional planning language of the college is in SCC's Core Values: "Working Together—Pursuing Excellence— Inspiring Achievement."

The objectives of the Honors Program align with the goals, mission, and core values of Sacramento City College. The Honors Program activities and opportunities for students are aligned with the Sacramento City College 2016-17 College Goals, Strategy A3: “Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer,” as well as Goals A1, A5, A6, A7, A8, A10, B7, B8, C4, C5, C6, and C7.

## **B. ENVIRONMENTAL SCAN**

For 2019-20, the main factors affecting the work of the Honors Program is the campus-wide goal to increase underrepresented student transfer. Other major factors affecting the work of the Honors Program include: Request of \$17,535 from Student Equity, Hispanic Serving Institution, and President’s Office funds; Opportunities for course enrichment, such as attendance at conferences, workshops, retreats, and guest speakers; Potential increase in participation among historically underrepresented students; and potentially better communication among students, faculty, counseling, and leadership regarding the Honors Program.

Other factors include the continued participation of PIO, President’s Office, PRIE, Office of Instruction, Foundation Office, Transfer Center, EOPS, Administration and Records, and other campus departments in the ongoing support for the Honors Program. Externally, the Honors Program has been guided by discussions with Honors advisors at other campuses, Honors partners (UCLA TAP and HTCC), and attendance at Honors conferences.

## **C. MULTI-YEAR DIRECTIONS AND STRATEGIES**

The general direction of the Honors Program is to increase its exposure on campus and the number of students who graduate as Honors Scholars and benefit from the UCLA TAP and HTCC programs, in particular underrepresented students, as well as offering more research, travel, and enrichment opportunities for all Honors students and faculty.

**SECTION II: Review and Plan**

Required update every three years. Next required update: 2020-23 Program Plans note that those are submitted in 2019-20).

**A: REVIEW OF ACCOMPLISHMENT OVER THE PREVIOUS PLANNING CYCLE**

Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated.

**UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING CURRENT CYCLE**

List the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Most Program Plans will have only AUOs. Others will have a mix of AUOs and SLOs.

<b>Outcome (AUO/SLO)</b> <i>(formerly called objectives)</i>	<b>Expected results</b>	<b>Progress to date</b>
-----------------------------------------------------------------	-------------------------	-------------------------

<p><b>AUO #1.</b> Offer SCC students Honors courses that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.</p>	<p>Number and diversity of Honors classes offered (6-9 each semester)</p>	<p>Exceeded objective. Offered 23 total Honors classes for the year.</p>
	<p>Number of students taking Honors classes (average of 15 per class);</p>	<p>Exceeded objective. Averaged 16.26 per class.</p>
	<p>Number of students who graduate as Honors Scholars (10-20);</p>	<p>Exceeded objective. Twenty-four students graduated as HS.</p>
	<p>Number and percent of TAP students admitted to UCLA annually (7-12, 66-90%)</p>	<p>Exceeded objective. Eleven out of Nineteen were admitted (58%).</p>
	<p>Number of students who attend and present at honors conferences (20-35);</p>	<p>Achieved objective. 7 students presented and 16 additional students attended (23 total).</p>
	<p>Hold workshops for Honors students to prepare them to participate in conferences and transfer to 4 year colleges and universities (2-4);</p>	<p>Achieved objective.</p>
	<p>Hold an Honors Scholars recognition event;</p>	<p>Achieved objective.</p>
	<p>Access to a study and gathering space for Honors students;</p>	<p>Did not achieve objective. Ongoing.</p>
	<p>Meet with MESA, RISE, EOPS, PUENTE, HCD, HIS and other campus groups/ programs to encourage Honors participation among historically underrepresented students;</p>	<p>Achieved objective.</p>
	<p>Recruit more underrepresented students into the Honors program</p>	<p>Hispanic/Latino students represent 28.61% and African American students represent 8.56% of Honors Program students. African American enrollment increased by 3.9% year over year. Retention and success rates for Latino (93.4%, 79.25%) and African American (96.88%, 93.75%) students exceeded the campus (70.89%) rates.</p>
<p>Secure Student Equity funding to supplement recruitment of underrepresented students</p>	<p>Achieved objective.</p>	
<p>Disseminate Honors Program brochure and other marketing material by print and electronic medium</p>	<p>Achieved objective.</p>	

		Achieved objective.
--	--	---------------------

<b>AUO #2.</b> Organize the Honors Program to better emphasize the Honors Scholars.	Maintain number of Honors Program Advisory Group meetings (1 per semester);	Did not achieve objective.
	Maintain number of meetings with Associate VP of Instruction and deans (1 per month);	Achieved objective.
	Maintain administrative support from Associate Vice President of Instruction;	Achieved objective.
	Collaborate with Transfer Center director to lay out Honors Program and TAP assessment plans and accountability measures.	Achieved objective.

**B. UNIT OBJECTIVES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING YEAR**

Administrative Unit Outcomes (AUOs)

In order to support student achievement, the program will:

- **AUO #1.** Offer SCC students Honors courses that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.
  - Maintain number and diversity of Honors classes offered (6-9 each semester)
  - Maintain number of students taking Honors classes (average of 15 per class);
  - Increase number of students who graduate as Honors Scholars (17-20);
  - Increase number and percent of TAP students admitted to UCLA annually (13-18, 66-90%)
  - Increase number of students who attend and present at honors conferences (35-55);
  - Hold an Honors Scholars recognition event;
  - Hold workshops for Honors students to prepare them to participate in conferences and transfer to 4 year colleges and universities (2-4);
  - Gain access to a study and gathering space for Honors students;
  - Meet with MESA, RISE, EOPS, PUENTE, HCD, HSI, Umoja, Student Equity, and other campus groups/programs to encourage Honors participation among historically underrepresented students;
  - Recruit more underrepresented students into the Honors program;
  - Secure Student Equity funding to supplement recruitment of underrepresented students;
  - Disseminate Honors Program brochure and other marketing material by print and electronic medium.

- **AUO #2.** Organize the Honors Program to better emphasize the Honors Scholars.
  - Maintain number of Honors Program Advisory Group meetings (1 per semester);
  - Maintain number of meetings with Dean of BSS(1 per month);
  - Maintain administrative support from Dean of BSS;
  - Collaborate with Transfer Center director to lay out Honors Program and TAP assessment plans and accountability measures.

Student Learning Outcomes (SLOs) As the result of the work of the program, the student will be able to:

- Identify research and conference opportunities for Honors students, as measured by a year-end survey.
- Identify opportunities to transfer to 4 year colleges and universities as an Honors Scholar, as measured by a year-end survey.

**SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR:**

<b>HONORS PROGRAM</b>					
<b>AUO/SLO</b>	<b>Procedure</b>	<b>Timeline</b>	<b>Responsible persons</b>	<b>Resource Requirements Show total cost for each item</b>	<b>Funding Source(s)</b>
<b>AUO 1:</b> Offer SCC students Honors courses and activities that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.	<b>Procedure 1a:</b> Promote Honors classes	July-June	Instruction Office/Division Deans/Dept. Chairs	Adequate FTE to fund smaller classes at a loss of productivity, as well as .5 units of FTE for split classes	College
	<b>Procedure 1b:</b> Communicate with current Honors instructors	July-June	Honors Program coordinator	% of coordinator stipend (which is \$15,750 total)	Honors Program
	<b>Procedure 1c:</b> Offer faculty enrichment opportunities associated with teaching Honors classes	July-June	Honors Program coordinator	% of coordinator stipend \$1,248 retreat and travel cost	Honors Program Staff Resources/Honors Program/Student Equity/BSS
	<b>Procedure 1d:</b> Recruit students to Honors Program, particularly underrepresented students	June-July	Honors Program coordinator, Honors instructors, PIO, Honors students, counselors	% of coordinator stipend \$1,040 printing costs	Honors Program Honors Program/Student Equity/BSS



	<b>Procedure 1e:</b> Process applications for Honors Scholars and prepare list of Honors Scholars	February-April	Honors Program coordinator, Admissions & Records director, PRIE, Transfer Center Director	% of coordinator stipend	Honors Program
	<b>Procedure 1f:</b> Answer email and in-person questions about Honors classes	July-June	Honors Program coordinator, Honors instructors	% of coordinator stipend	Honors Program
	<b>Procedure 1g:</b> Coordinate annual Honors Scholars ceremony, providing certificate, distribution of two \$500 cash awards, and notation on transcript	February-May	Honors Program coordinator, Admissions & Records director, PRIE, BSS Dean	% coordinator stipend Student Center AV services Aramark catering (\$10 x number of attendees= \$660 catering cost  \$500 x number of Honors Scholars= \$1,000 cash award cost  Graduation Chords= \$200	Honors Program College College President's Office/Honors Program Trust Account/BSS  Honors Program Trust Account  Honors Program Trust Account
	<b>Procedure 1h:</b> Prepare travel paperwork and take Honors students to conferences	October-May	Honors Program coordinator, BSS Dean	% coordinator stipend  \$12,881 travel and registration cost	Honors Program  Honors Program/HSI/Student Equity

<b>AUO 2:</b> Organize the Honors Program to better emphasize the Honors Scholars.	<b>Procedure 3a:</b> Convene Honors Program Advisory Group and hold regular meetings	October-March	Honors Program coordinator	% coordinator stipend  Cultural Awareness Center  AV services  Aramark catering (\$10 x number of attendees= \$200 catering cost)	Honors Program  College  College  President's Office, Honors Program Trust Account, Student Equity, BSS
	<b>Procedure 3b:</b> Create and monitor Honors Program budgets	July-June	Honors Program coordinator	% coordinator stipend	Honors Program
	<b>Procedure 3c:</b> Explain the Honors Program through multimedia marketing	July-June	Honors Program coordinator.  PIO	% coordinator stipend  \$1,040 printing costs	Honors Program  Honors Program, BSS
	<b>Procedure 3d:</b> Meet with and update BSS Dean	July-June	Honors Program coordinator	% coordinator stipend	Honors Program
	<b>Procedure 3e:</b> Coordinate events and forums sponsored by Honors Program	July-June	Honors Program coordinator	% coordinator stipend  Facilities  AV  PIO	Honors Program  College  College  College

	<b>Procedure 3f:</b> Attend regional and statewide meetings to maintain membership in Honors organizations	July-June	Honors Program coordinator	% coordinator stipend  \$616 travel cost  \$200 dues	Honors Program  Honors Program, Staff Resources  Honors Program
	<b>Procedure 3g:</b> Hire student assistants	August-May	Honors Program coordinator  Student Equity	% coordinator stipend  \$2,400 student stipend	Honors program  Student Equity
	<b>Procedure 3h:</b> Implement Student SLOs into Honors Program	August-May	Honors Program coordinator  SLO Coordinator  PRIE	% coordinator stipend	Honors program
				<b>Grand Total Cost: \$37,235</b>	GENFD/HNRS \$18,  Student Equity, HSI, BSS \$16,675  President's Office \$86  Honors Program Trust Account \$1,200

**APPENDICES:**

Include appendices as needed. Some possible appendices are suggested below:

- Honors Program: Analysis of Course Enrollment Patterns, Success Rates, and Retention Rates Academic Years 2014-2015 through 2018-2019 Compiled November 2019 This brief presents the course enrollment patterns, success rates, and retention rates of the Honors Program offered at Sacramento City College. Data are presented for the most recent five academic years (AY) from 2014-2015 through 2018-2019. The following student equity measures are included in the analysis of this brief: ethnicity, gender, and income level. The academic year includes Summer, Fall, and Spring

terms. Student ethnicity, gender, and first time status are self-reported by students. Students' income levels are determined by receipt of the California College Promise Grant, formerly Board of Governor's Waiver (BOGW). Although not an equity measure, the first time student measure (a measure used for Student Success and Support Program, SSSP, purposes) is included in this brief to provide additional information about the student population characteristics within the Honors Program. Course Enrollment Patterns by Equity Measures General Enrollment Pattern within Honors Program. Within the last five academic years, the number of course enrollments in the Honors Program increased most rapidly from 2014-2015 to 2015-2016, while leveling off from 2015-2016 through 2018-2019. Number of Course Enrollments by Academic Year Note: Course enrollment is defined as the college-wide number of grade notations (A, B, C, D, F, I, MW, P/ CR, NP/ NC, RD, and W). (For example, a student who received four grade notations counts as four enrollments.) Ethnicity. White students contributed most (33.94%) to the average course enrollment rate over the five academic years, followed by Hispanic/ Latino students (26.86%) and Asian students (16.67%). Below is a chart indicating the distribution of course enrollment, by ethnicity, for each academic year. 264 327 329 344 374 0 100 200 300 400 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 2 of 10 Course Enrollment Composition by Ethnicity across Academic Years Note: Groups with ten (10) or fewer course enrollments are not shown in the graph above, hence percentages will not add to 100.00% for academic years where not all groups are represented. Of all ethnic groups, students identifying as Native American, Pacific Islander, and Other Non-White consistently contributed least to the average course enrollment rate across the five academic years. (Because numbers 10 or smaller for specific ethnic groups are not eligible for disproportionate impact analysis as suggested by the State Chancellor's Office detailed in the Percentage Point Gap Method1 , they are not shown in the graphics above.) Course enrollment patterns have varied for different groups. Across the five academic years, enrollment reached its lowest for African American students (4.65%) and Multi-race students (4.94%), while it reached its highest for both Asian students (20.93%) and Hispanic/ Latino students (31.40%) during the 2017-2018 AY. However, the enrollment rate for African American students jumped to its highest (8.56%) in 2018-2019 AY during the five academic years, meaning that the enrollment pattern from 2017-2018 AY to 2018-2019 AY for this student group experienced a relatively steep incline as compared to other years. Below is a graphic illustrating the percentage point change in course enrollment over the five academic years for various student groups. Course enrollment from African American students have been steadily declining from 2015-2016 AY through 2017- 2018 AY, until 2018-2019 AY. Since the 2016-2017 AY, course enrollments from Asian and White students have been declining. 1 California Community Colleges Chancellor's Office: Percentage Point Gap Method, Accessible at <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-andInfrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985> 7.20% 7.65% 6.38% 4.65% 8.56% 12.50% 11.93% 17.33% 20.93% 19.25% 5.81% 4.26% 18.18% 3.48% 29.36% 24.62% 31.40% 11.74% 28.61% 10.09% 10.33% 4.94% 9.09% 40.91% 33.64% 35.87% 33.72% 27.81% 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 African American Asian Filipino Hispanic/ Latino Multi-Race Native American Other Non-White Pacific Islander Unknown White Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 3 of 10 Percentage Point Change in Course Enrollment by Ethnicity across Academic Years Note: Groups with ten (10) or fewer course enrollments (i.e., Filipino, Native American, Other Non-White, Pacific Islander, and Unknown) are not shown in the graph and table above. Gender. The percentage of course enrollment by gender indicates that the number of enrollments across the five academic years, except for the 2014-2015 AY and 2018-2019 AY where a greater number of enrollments was attributed to female students, was attributed to a relatively balanced composition of male and female students. Course Enrollment Composition by

Gender across Academic Years Note: The empty cells shown in the table above denote that the group includes ten (10) or fewer, hence no data are shown. African American Asian Hispanic/ Latino Multi-Race White 2014-2015 to 2015-2016 0.45% -0.57% 11.18% -1.65% -7.27% 2015-2016 to 2016-2017 -1.26% 5.40% -4.74% 0.24% 2.23% 2016-2017 to 2017-2018 -1.73% 3.61% 6.78% -5.39% -2.15% 2017-2018 to 2018-2019 3.90% -1.68% -2.79% 4.15% -5.91% -10% -5% 0% 5% 10% 15% 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 Female 58.71% 52.91% 47.42% 47.97% 54.81% Male 37.88% 45.57% 48.94% 46.80% 43.32% Unknown 3.65% 5.23% 0% 10% 20% 30% 40% 50% 60% 70% % of course enrollment Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 4 of 10 Income Level. The majority of all course enrollments are attributed to students who are low income. The average course enrollment attributed to non-low income students over the five academic years is 65.63%. Course Enrollment Composition by Income Level across Academic Years 67.80% 65.14% 65.35% 63.37% 66.84% 32.20% 34.86% 34.65% 36.63% 33.16% 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 Low income Not low income Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 5 of 10 Honors Program Success Data No disproportionate impact exists for any of the groups (by ethnicity, income level, gender, and first-time student) based on the calculation provided by the State Chancellor's Office2 . Comparison of Honors Program's and SCC's Success Rates across Academic Years Academic Year 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 Overall success rate (across all honors courses) 80.77% 83.59% 80.92% 84.21% 84.37% Overall success rate (across all courses at SCC) 67.22% 68.28% 69.00% 70.47% 70.89% 2 California Community Colleges Chancellor's Office: Percentage Point Gap Method, Accessible at <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-andInfrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985> Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 6 of 10 Success by Ethnicity across Academic Years Note: Overall = success rate across all honors courses Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 7 of 10 Success by Income Level across Academic Years Note: N = not low income; Y = low income; Overall = success rate across all honors courses Success by Gender across Academic Years Note: F = female; M = male; U = unknown; Overall = success rate across all honors courses Success by First-Time Student across Academic Years Note: N = not first-time student; Y = first-time student; Overall = success rate across all honors courses Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 8 of 10 ADDITIONAL NOTES Success rates are calculated by dividing the number of A, B, C, and P grades by the total number of grades awarded (A, B, C, D, F, P, NP, I, and W), and multiplying the result by 100. The symbols (below) can be used to interpret disproportionate impact. Disproportionate impact is defined by the California Community Colleges Chancellor's Office's Percentage Point Gap Method, accessible at <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-andInfrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985> Symbol Descriptor Grey "X" Data for specific demographic group are not reported because course enrollment is ten (10) or fewer. ● Green Circle Success rate for specific demographic group is at or above the success rate for the given group. ▲ Yellow Triangle Success rate for specific demographic group is below the success rate for the given group, but not to the extent indicative of disproportionate impact. ■ Red Square Success rate for specific demographic group is below the success rate for the given group, and to the extent indicative of disproportionate impact. Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 9 of 10 Honors Program Retention Data No disproportionate impact exists for any of the groups (by ethnicity, income level, gender, and first-time student) based on the calculation provided by the State Chancellor's Office3 . Honors

Program's Retention Rates across Academic Years Academic Year 2014-2015 2015-2016 2016-2017  
 2017-2018 2018-2019 Overall retention rate (across all honors courses) 88.08% 86.69% 88.92%  
 91.52% 92.72% Overall retention rate (across all courses at SCC) 82.21% 82.73% 83.55% 83.96%  
 85.37% Retention by Ethnicity across Academic Years Note: Overall = retention rate across all  
 honors courses Retention by Income Level across Academic Years Note: N = not low income; Y =  
 low income; Overall = retention rate across all honors courses 3 California Community Colleges  
 Chancellor's Office: Percentage Point Gap Method, Accessible at <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-andInfrastructure/Research/Files/PercentagePointGapMethod2017.ashx?la=en&hash=CEC0183482280988242FD1EED4F3F1AE39335985>  
 Compiled by the Planning, Research, and Institutional Effectiveness (PRIE) Office, November 2019 Page 10 of 10